

# My SEND Learning Programme

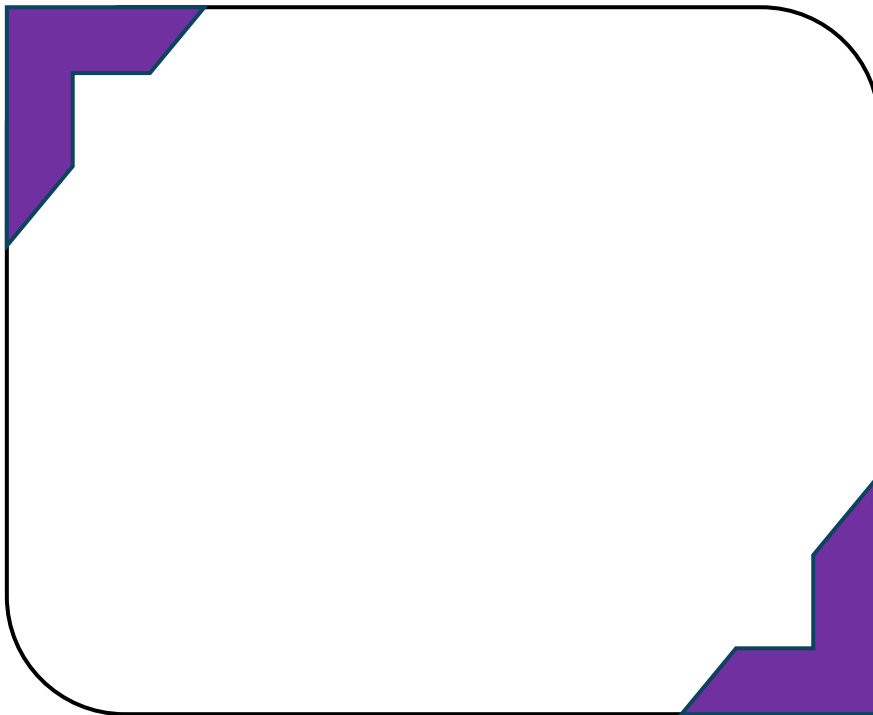
**My name is:**

**I am known as:**

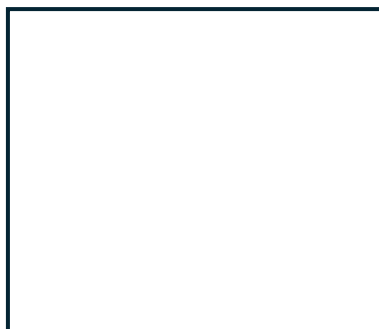
**My date of birth is:**

**My school/setting is:**

**Current photo of me:**



<b>Number:</b>	<b>Date:</b>
<b>Review 1:</b>	
<b>Review 2:</b>	
<b>Review 3:</b>	





## Introduction to My SEND Learning Programme

This is My SEND Learning Programme. Included in my programme is information on:

- What is important to me and to my parents, including our goals and aspirations for the future.
- my strengths, my special educational needs (SEN) and my health & social care needs which relate to my SEN.
- the outcomes which will help me to move towards my goals and aspirations.
- the support given to me to help to make progress towards my outcomes.

My programme should be useful for those involved in supporting me and should actively promote co-ordinated support for me and my family so that I can make progress.

I might already have other plans in place such as: (please tick as appropriate)

Team around the Family (TAF) Plan	<input type="checkbox"/>
Child in Need Plan	<input type="checkbox"/>
Child Protection Plan	<input type="checkbox"/>
Personal Education Plan (PEP)	<input type="checkbox"/>
Looked After Child Care Plan	<input type="checkbox"/>
Health Care Plan	<input type="checkbox"/>
Multi-element plan	<input type="checkbox"/>
Early Help Assessment	<input type="checkbox"/>

## Contents

### **Section 1 - My One Page Profile**

Add a summary of my SEND, information about my diagnosis, my developmental levels, and developmental profile e.g., Celebratory Checkpoints.

### **Section 2 - My Parent/carer's views and consent**

Ask my parents/Carers to complete the Parents/Carers views when my file is opened and give consent for sharing my information. Repeat prior to my progress review meetings so that this information is up to date.

### **Section 3 - My special educational needs and/or disabilities**

Add a summary of my SEND, information about my diagnosis, my developmental levels, and developmental profile e.g., Celebratory Checkpoints.

### **Section 4 - My health needs which relate to my special educational needs**

Add information about my health needs such as medical letters and reports, and health care-plans.

### **Section 5 - My social care needs which relate to my special educational needs**

Add letters or meeting minutes e.g. TAF/CIN, and Early Help referrals/assessments.

### **Section 6 - Graduated Response**

Add EHC Plan if there is one. My most recent long-term targets from supporting professionals, my therapy plans, and my sensory plan.

### **Section 7 - Appendices to include reports / supporting evidence**

Add reports from my supporting professionals, EYIF applications, evaluations, and award letters.

**How I communicate best and what help I need?**

**What people like and admire about me?**

**What is important to me now?**

**Picture or additional photo:**

## **Section One: My One Page Profile**

**Date:**

**What I like doing in setting:**

**What isn't working well for me?**

**My goals and aspirations:**

**Short Term**

**Long Term:**

**What I like doing out of setting:**

**What would make things better?**

## **Section 2: My Parent/Carer Views**

Discuss and review 'My Parent's Views' at each review meeting. You could ask my parents to complete this page before each review meeting and bring it to the meeting with them.

**What is important for my child now:**

**What is not working so well for my child at the moment:**

**What is working well for my child at the moment:**

**What are my goals and aspirations for my child?**

Short term – the next 6-12 months

Long term – what I want for my child's future beyond next year and when they are an adult.

## Parental/Young Person Consent

As part of the programme for \_\_\_\_\_, I understand that the process includes the collection of educational, health and social care advice and reports, where relevant.

I agree to professional reports submitted as part of the SEND Learning Programme process for \_\_\_\_\_ being shared, if necessary, with other professionals involved in order to support this process.

I understand that the personal information gathered will only be used by professionals from Derbyshire County Council and other agencies to help make decisions and provide appropriate services to the above child.

I understand that Derbyshire County Council and other professionals will share the minimum necessary information between people and organisations providing services that the above child is using, or it likely to use.

<b>Person</b>	<b>Name</b> (please print)	<b>Signature</b>	<b>Date</b>
<b>Parent/Carer</b>			
<b>Child/Young Person</b> (where applicable)			

### **Section 3: My Special Educational Needs and/or Disabilities**

My Special Educational needs and/or Disabilities are discussed by my family, education, health and care services. Their current assessments are listed at the end of My SEND Learning Programme.

#### **A summary of my needs**

#### **Cognition and Learning**

#### **Communication and Interaction**



**Social, Emotional and Mental Health**

**Sensory and/or Physical**

**Preparing for key transitions and/or preparing for adulthood**

**Section 4: My health needs which relate to my  
Special Educational Needs and/or Disabilities**

**My health needs which relate to my Special Educational Needs and/or Disabilities:**

**Section 5: My Social care needs which relate to my  
Special Educational Needs and/or Disabilities**

**My Social care needs which relate to my Special Educational Needs and/or Disabilities:**

## Section 6: Outcomes and Provision

### My outcomes

- Are what I will be able to do by the end of a phase or stage of education.
- Should take into account what is important to me and help me move towards my goals and aspirations.
- Should take into account what is important for me and address the area of my needs (barriers) set out in section 3,4 and 5 of My SEND Learning Programme, so that I can make progress. Sometimes an outcome will address more than one area of my needs and may be shared across education, health and social care.

You can choose to substitute Section 6 for your own Assess, Plan, Do, Review documents. If so, ensure that your APDR documents clearly show: What i can do now, What i can do next, How i am going to achieve this, Who will support me, and a review at the end of each cycle.

<b>Learning Outcome Number</b>	<b>Learning Outcome</b>	<b>Supported by Education</b>	<b>Supported by Health</b>	<b>Supported by Social Care</b>
Learning Outcome 1				
Learning Outcome 2				
Learning Outcome 3				
Learning Outcome 4				
Learning Outcome 5				
Learning Outcome 6				
Learning Outcome 7				

## Section 6: Provision Map Reviewed

You can choose to substitute this page for your own Assess, Plan, Do, Review documents. If you are developing a sensory plan for me, you should include documents from the Derbyshire local area approach to sensory processing needs.

The provision (support) to meet my special educational needs and/or disabilities (Section 3) which relate to my health and social care needs (Sections 4 & 5). This provision should help me to make progress towards achieving my outcomes.

### Steps I will make towards my outcomes

Steps towards outcomes will also be set out in this section, leading towards the achievement of the outcomes. They should normally be relevant for at least a year and sometimes longer. Where appropriate, they can be expressed separately for education, health and social care.

### Short term targets

These can be reviewed and amended regularly to ensure that the child/young person remains on track to achieve the outcomes. Regular progress monitoring should always be considered in the light of the steps, outcomes and aspirations.

### Key

At each review, update My SEND Learning Programme to set new targets, make adjustment to provision etc.

At each review – add to these columns and indicate additions with the number and date of the review;

If a provision is no longer in place then ~~strikethrough~~ and date. If there is no ~~strikethrough~~ then this will indicate that provision is still in place and potentially being added to at the review. To edit text within the form fields, open the file in [Adobe Reader](#) and press CTRL + E to display the 'Properties Bar'.

Outcome No.	Steps I will make towards achieving this outcome (Each outcome may need more than one step)	Short Term Targets (Each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (Frequency and duration)	Resources required (Including costs)
1						

Outcome No.	Steps I will make towards achieving this outcome (Each outcome may need more than one step)	Short Term Targets (Each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (Frequency and duration)	Resources required (Including costs)
2						
3						

Outcome No.	Steps I will make towards achieving this outcome (Each outcome may need more than one step)	Short Term Targets (Each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (Frequency and duration)	Resources required (Including costs)
4						
5						

Outcome No.	Steps I will make towards achieving this outcome (Each outcome may need more than one step)	Short Term Targets (Each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (Frequency and duration)	Resources required (Including costs)
6						
7						
				<b>Total</b>		



## Section 6: Reviewing My SEND Learning Programme

You can choose to substitute this section for your own Assess, Plan, Do, Review document. If you are developing a sensory plan for me, you should include documents from the Derbyshire local area approach to sensory processing needs.

<b>Date of Review</b>		<b>Review Number:</b>	
<b>Outcome Number</b>	<b>Progress towards outcomes in My SEND Learning Programme</b> (To include whether the steps I will make towards achieving this outcome have been met, not met, or need to be changed).		
<b>1</b>			
<b>2</b>			
<b>3</b>			

<b>Outcome Number</b>	<b>Progress towards outcomes in My SEND Learning Programme</b> (To include whether the steps I will make towards achieving this outcome have been met, not met, or need to be changed).
4	
5	
6	
7	

**I am supported at the targeted level of the graduated response for my SEND needs.**

Please substitute this section for your own Assess, Plan, Do, Review document.

**What is working well with provision & support and needs to continue?**

**What isn't working well with provision & support and needs to finish or change?**

**Should anything new be introduced to match the parent/carer/child's goals and aspirations?**

At this review, update My SEND Learning Programme to set new targets, make adjustments to provision etc. Please reference these updates with the number and the date of the review in **Section 5**. If any provision is not continuing, then strikethrough in **Section 5**. If no strikethrough, then this will indicate that provision is continuing and if it is being added following this review, please reference these additions with previous reviews.

To edit text within the form fields, open the file in [Adobe Reader](#) and press CTRL + E to display the 'Properties Bar'.

## **Section 7: Appendices - Reports and Supporting Evidence**

Add reports from my supporting professionals, EYIF applications, evaluations, and award letter.

<b>Family/Young Person</b> Reference (and date) below
<b>Education</b> Reference (and date) e.g., previous SEND Learning Programmes, risk assessments / school tracking data and risk assessments, multi-element plan
<b>Health</b> Reference (and date) e.g., Health Care Plan, Therapy advice, Paediatricians report.
<b>Social Care</b> Reference (and date) e.g., TAF Plan, Child in Need Plan, Child Protection Plan, PEP, Care Plan, Early Help Assessment
<b>Careers</b>
<b>Other evidence from other people or agencies</b>

My SEND information/files should be transferred to my next setting/school.  
My last school will need to retain my information/file until my 35th birthday.